



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2007 (Reports Revised October 2007)
ID: 12691815
District: Education in Unorganized Terr
School: Edmunds Consolidated School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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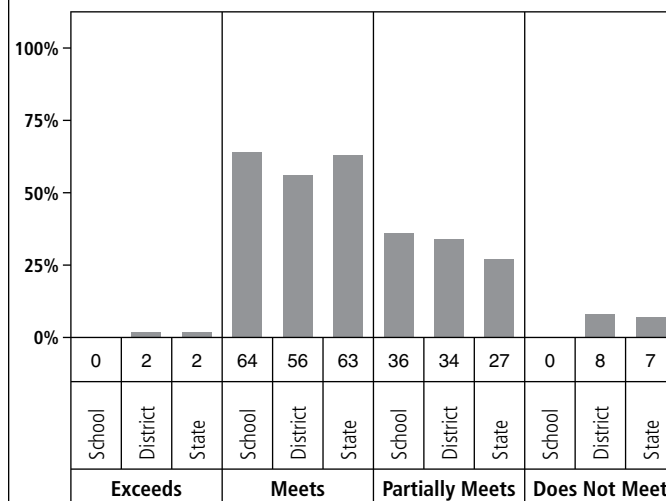
SUMMARY OF SCORES

Date: March 2007
Grade: 3
District: Education in Unorganized Terr
School: Edmunds Consolidated School

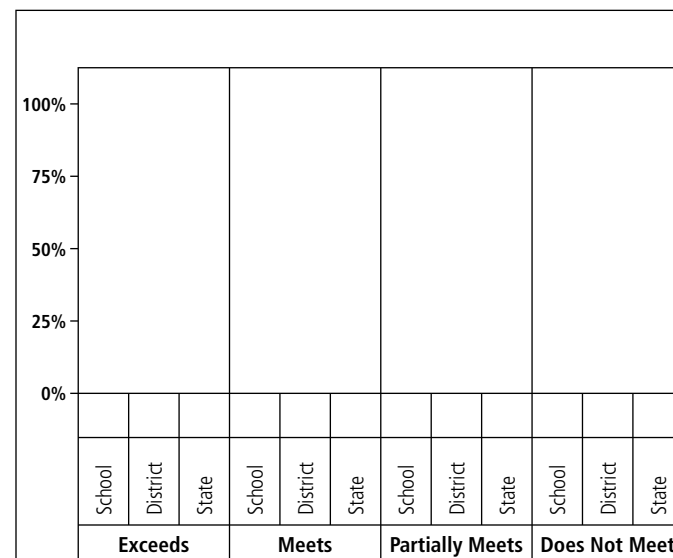
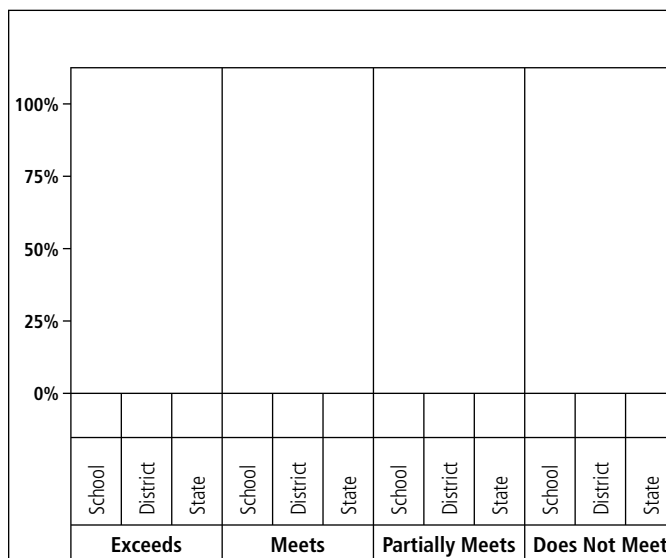
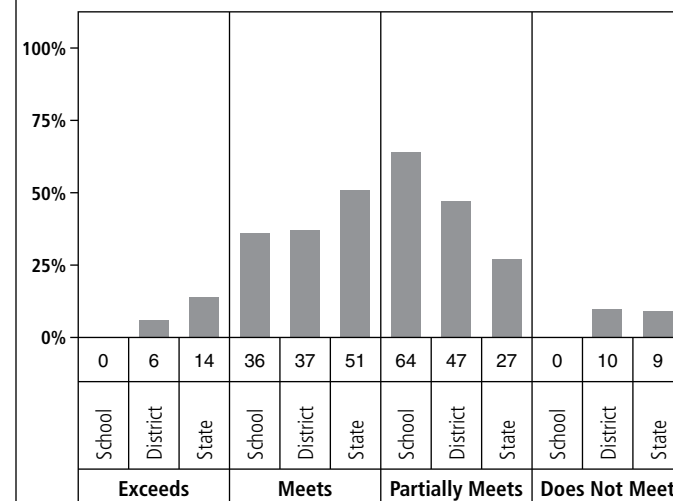
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading			
2005–2006	348	345	345
2006–2007	343	343	345
Cum. Avg. *	345	344	345
Mathematics			
2005–2006	349	342	344
2006–2007	338	341	347
Cum. Avg. *	342	341	345

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 3
 District: Education in Unorganized Terr
 School: Edmunds Consolidated School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		11	100	65	100	14114	100	11	100	64	98	14000	99	11	100	64	98	14001	99												
Ethnicity	African American	0	0	1	2	374	3	0	0	1	100	367	98	0	0	1	100	370	99												
	American Indian/Native Alaskan	0	0	0	0	94	1	0	0	0	0	93	99	0	0	0	0	93	99												
	Asian/Pacific Islander	0	0	1	2	252	2	0	0	1	100	246	98	0	0	1	100	249	99												
	Hispanic	0	0	1	2	179	1	0	0	1	100	173	97	0	0	1	100	173	97												
	White	11	100	62	95	13196	93	11	100	61	98	13121	100	11	100	61	98	13116	99												
	Not Reported	0	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability		3	27	15	23	2445	17	3	100	15	100	2425	99	3	100	15	100	2422	99												
Current LEP		0	0	0	0	339	2	0	0	0	0	326	96	0	0	0	0	332	98												
Economically disadvantaged		5	45	36	55	5495	39	5	100	36	100	5447	99	5	100	36	100	5448	99												
Migrant		0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	7	64	48	74	11043	78	7	64	48	74	11094	79						
Identified disability (PET/IEP)	2	29	4	8	602	5	2	29	4	8	627	6						
LEP	0	0	0	0	162	1	0	0	0	0	169	2						
504 plan	0	0	0	0	99	1	0	0	0	0	101	1						
Participation with accommodations	4	36	14	22	2782	20	4	36	14	22	2747	19						
Identified disability (PET/IEP)	1	25	9	64	1659	60	1	25	9	64	1639	60						
LEP	0	0	0	0	156	6	0	0	0	0	162	6						
504 plan	0	0	0	0	59	2	0	0	0	0	57	2						
Other	3	75	5	36	936	34	3	75	5	36	915	33						
Participation through alternate assessment (PAAP)	0	0	2	3	168	1	0	0	2	3	160	1						
Identified disability (PET/IEP)	0	0	2	100	164	98	0	0	2	100	156	98						
LEP	0	0	0	0	1	1	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	7	0												
Approved non-participation – special consideration	0	0	0	0	10	0	0	0	0	0	11	0						
Non-participation – other	0	0	1	2	104	1	0	0	1	2	102	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 3
District: Education in Unorganized Terr
School: Edmunds Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006 2006-2007 Cum. Avg.	0	0	1	2	352	3
		0	0	1	2	332	2
		0	0	1	2	342	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006 2006-2007 Cum. Avg.	5	71	37	61	8641	62
		7	64	35	56	8691	63
		6	67	36	58	8666	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006 2006-2007 Cum. Avg.	2	29	18	30	3671	27
		4	36	21	34	3781	27
		3	33	20	32	3726	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006 2006-2007 Cum. Avg.	0	0	5	8	1163	8
		0	0	5	8	1021	7
		0	0	5	8	1092	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	26.3	57.2	26.3	57.2	28.0	60.9
Literary Text	28	61	16.5	58.9	16.8	60.0	17.9	63.9
Informational Text	18	39	9.7	53.9	9.5	52.8	10.1	56.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 3
 District: Education in Unorganized Terr
 School: Edmunds Consolidated School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	11	0	0	7	64	4	36	0	0	343	62	2	56	34	8	343	13825	2	63	27	7	345
Ethnicity																						
African American	0										1						360	1	40	34	25	338
American Indian/Native Alaskan	0										0						93	0	52	39	10	342
Asian/Pacific Islander	0										1						241	2	68	22	8	345
Hispanic	0										1						168	0	50	33	17	341
White	11	0	0	7	64	4	36	0	0	343	59	2	58	32	8	343	12963	3	64	27	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	3										13	0	46	31	23	338	2261	0	33	46	21	338
No	8	0	0	4	50	4	50	0	0	343	49	2	59	35	4	344	11564	3	69	24	5	346
Limited English proficient students																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	0										0						314	0	35	34	31	336
Economically disadvantaged																						
Yes	5	0	0	3	60	2	40	0	0	343	34	0	47	38	15	341	5360	1	50	36	13	342
No	6	0	0	4	67	2	33	0	0	343	28	4	68	29	0	346	8465	3	71	22	4	347
Migrant																						
Yes	0										0						4					
No	11	0	0	7	64	4	36	0	0	343	62	2	56	34	8	343	13821	2	63	27	7	345
Gender																						
Female	6	0	0	4	67	2	33	0	0	344	33	3	67	24	6	344	6861	3	67	24	6	346
Male	5	0	0	3	60	2	40	0	0	342	29	0	45	45	10	342	6964	1	59	31	9	344
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										5	0	40	60	0	340	2092	0	36	48	15	339
No	11	0	0	7	64	4	36	0	0	343	57	2	58	32	9	343	11733	3	68	24	6	346
Gifted/talented program																						
Yes	0										0						174	16	83	1	0	355
No	11	0	0	7	64	4	36	0	0	343	62	2	56	34	8	343	13651	2	63	28	7	345

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 3
 District: Education in Unorganized Terr
 School: Edmunds Consolidated School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										13	0	38	50	13	340	5	1	41	40	18	340
B. less than one hour	91	0	0	6	60	4	40	0	0	343	70	2	62	31	5	345	80	3	66	26	6	346
C. one to two hours	9	0	0	1	100	0	0	0	0	344	13	0	63	25	13	341	12	2	60	29	9	344
D. more than two hours	0										3	0	50	50	0	344	3	0	30	41	29	336
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	55	0	0	3	50	3	50	0	0	344	32	6	61	33	0	345	27	4	63	26	8	346
B. They match some of what I have learned.	27	0	0	2	67	1	33	0	0	343	42	0	63	25	13	344	49	2	69	24	5	346
C. They match just a little of what I have learned.	18	0	0	2	100	0	0	0	0	343	19	0	55	45	0	341	16	1	57	33	9	343
D. There is no match.	0										7	0	75	25	0	343	8	0	45	39	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	36	0	0	3	75	1	25	0	0	346	33	5	70	25	0	347	42	4	67	22	7	346
B. good	45	0	0	3	60	2	40	0	0	342	48	0	59	38	3	343	46	2	63	29	7	345
C. fair	18	0	0	1	50	1	50	0	0	342	13	0	50	25	25	340	9	1	51	38	10	342
D. poor	0										5	0	0	67	33	335	2	0	30	48	22	337
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	18	0	0	0	0	2	100	0	0	336	20	8	42	25	25	340	22	1	50	36	13	342
B. about the same as my regular schoolwork	82	0	0	7	78	2	22	0	0	345	60	0	64	33	3	344	55	3	69	24	5	346
C. easier than my regular schoolwork	0										20	0	58	42	0	345	23	2	62	28	9	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	9	0	0	0	0	1	100	0	0	338	24	0	29	57	14	337	20	0	38	45	16	340
B. Most of the passages were about the same as what I normally read.	73	0	0	6	75	2	25	0	0	345	41	4	58	33	4	345	49	2	68	25	5	346
C. Most of the passages were easier than what I normally read.	18	0	0	1	50	1	50	0	0	338	36	0	76	19	5	346	32	4	70	20	5	347
How much time do you spend reading at home each day?																						
A. more than one hour	9	0	0	0	0	1	100	0	0	334	12	0	86	14	0	347	19	4	65	25	7	346
B. 20 minutes to an hour	55	0	0	4	67	2	33	0	0	343	47	4	57	36	4	345	47	3	68	24	5	346
C. less than 20 minutes	27	0	0	2	67	1	33	0	0	346	28	0	59	35	6	342	19	1	59	32	8	344
D. I rarely read at home.	9	0	0	1	100	0	0	0	0	344	13	0	38	38	25	338	15	1	51	35	14	342
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	82	0	0	5	56	4	44	0	0	343	32	0	56	33	11	342	26	2	57	32	10	343
B. six to ten pages	0										25	0	57	29	14	342	23	2	64	27	7	345
C. eleven or more pages	18	0	0	2	100	0	0	0	0	344	44	4	64	32	0	346	51	3	66	25	6	346
Optional school/district question																						
A.	50	0	0	0	0	1	100	0	0	338	0											
B.	0										0											
C.	50	0	0	1	100	0	0	0	0	342	100	0	100	0	0	342						
D.	0										0											

MATHEMATICS RESULTS

Date: March 2007
Grade: 3
District: Education in Unorganized Terr
School: Edmunds Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	0	0	3	5	1295	9
	2006-2007	0	0	4	6	1985	14
	Cum. Avg.	0	0	4	6	1640	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	6	86	30	49	6852	49
	2006-2007	4	36	23	37	6990	51
	Cum. Avg.	5	56	27	43	6921	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	1	14	20	33	4081	29
	2006-2007	7	64	29	47	3673	27
	Cum. Avg.	4	44	25	40	3877	28
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	0	0	8	13	1638	12
	2006-2007	0	0	6	10	1193	9
	Cum. Avg.	0	0	7	11	1416	10

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	5.7	38.0	6.6	44.0	7.7	51.3
Cluster 2: Shape and Size	14	29	10.0	71.4	9.7	69.3	10.5	75.0
Cluster 3: Mathematical Decision Making	5	10	2.3	46.0	2.7	54.0	3.3	66.0
Cluster 4: Patterns	14	29	8.2	58.6	9.0	64.3	9.8	70.0

Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 3
 District: Education in Unorganized Terr
 School: Edmunds Consolidated School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	11	0	0	4	36	7	64	0	0	338	62	6	37	47	10	341	13841	14	51	27	9	347
Ethnicity																						
African American	0										1						367	6	28	37	28	335
American Indian/Native Alaskan	0										0						93	4	42	40	14	340
Asian/Pacific Islander	0										1						247	16	51	22	11	347
Hispanic	0										1						168	7	42	32	20	339
White	11	0	0	4	36	7	64	0	0	338	59	7	39	44	10	341	12966	15	51	26	8	347
Not Reported	0										0						0					
Identified disability																						
Yes	3										13	0	23	54	23	332	2266	6	34	39	21	338
No	8	0	0	3	38	5	63	0	0	336	49	8	41	45	6	343	11575	16	54	24	6	349
Limited English proficient students																						
Current LEP in first year	0										0						10	0	30	30	40	326
Current LEP beyond first year	0										0						321	4	28	34	34	333
Economically disadvantaged																						
Yes	5	0	0	2	40	3	60	0	0	340	34	0	38	47	15	338	5371	7	44	34	14	342
No	6	0	0	2	33	4	67	0	0	336	28	14	36	46	4	344	8470	19	54	22	5	350
Migrant																						
Yes	0										0						4					
No	11	0	0	4	36	7	64	0	0	338	62	6	37	47	10	341	13837	14	51	27	9	347
Gender																						
Female	6	0	0	3	50	3	50	0	0	339	33	9	36	48	6	341	6865	14	50	27	9	347
Male	5	0	0	1	20	4	80	0	0	337	29	3	38	45	14	340	6976	14	51	26	9	347
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										5	0	20	80	0	336	2098	3	37	43	17	338
No	11	0	0	4	36	7	64	0	0	338	57	7	39	44	11	341	11743	16	53	24	7	348
Gifted/talented program																						
Yes	0										0						174	63	34	3	0	366
No	11	0	0	4	36	7	64	0	0	338	62	6	37	47	10	341	13667	14	51	27	9	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 3
District: Education in Unorganized Terr
School: Edmunds Consolidated School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										13	0	50	38	13	337	5	7	38	34	21	339
B. less than one hour	91	0	0	4	40	6	60	0	0	338	70	10	38	45	7	343	80	16	52	26	6	348
C. one to two hours	9	0	0	0	0	1	100	0	0	338	13	0	38	50	13	338	12	12	50	28	10	346
D. more than two hours	0										3	0	0	100	0	335	3	3	26	34	37	332
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	64	0	0	3	43	4	57	0	0	338	34	5	40	45	10	340	37	20	52	22	6	350
B. They match some of what I have learned.	27	0	0	1	33	2	67	0	0	338	36	14	52	33	0	350	44	13	54	26	7	347
C. They match just a little of what I have learned.	0										20	0	33	67	0	339	13	8	45	34	13	342
D. There is no match.	9	0	0	0	0	1	100	0	0	336	10	0	0	67	33	328	6	5	30	40	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	40	0	0	1	25	3	75	0	0	335	35	10	57	33	0	347	40	21	50	21	8	349
B. good	40	0	0	1	25	3	75	0	0	336	50	7	23	60	10	339	46	12	53	28	7	347
C. fair	20	0	0	2	100	0	0	0	0	352	13	0	50	38	13	341	12	6	46	36	11	342
D. poor	0										2	0	0	0	100	300	2	3	31	40	26	336
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	0										18	0	36	55	9	339	15	5	38	38	19	339
B. about the same as my regular schoolwork	91	0	0	4	40	6	60	0	0	339	60	3	36	53	8	340	56	15	54	25	6	348
C. easier than my regular schoolwork	9	0	0	0	0	1	100	0	0	332	22	23	46	23	8	348	29	18	51	23	7	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	27	0	0	1	33	2	67	0	0	335	33	11	21	53	16	339	32	11	47	32	11	344
B. two or three days a week	45	0	0	3	60	2	40	0	0	342	34	5	45	45	5	342	32	17	53	24	6	349
C. two or three times each month	18	0	0	0	0	2	100	0	0	337	26	7	53	40	0	347	27	18	54	22	6	350
D. never	9	0	0	0	0	1	100	0	0	332	7	0	50	25	25	337	9	9	44	32	14	343
How often do you use calculators in mathematics class?																						
A. almost every day	18	0	0	0	0	2	100	0	0	331	14	0	50	38	13	339	7	4	33	43	20	337
B. two or three days a week	18	0	0	1	50	1	50	0	0	335	15	0	44	56	0	339	20	11	51	29	9	346
C. two or three times each month	55	0	0	3	50	3	50	0	0	342	36	14	33	48	5	345	46	19	54	21	5	350
D. never	9	0	0	0	0	1	100	0	0	332	36	5	38	43	14	341	27	11	49	29	11	345
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	27	0	0	1	33	2	67	0	0	337	19	9	36	36	18	341	15	7	41	38	14	341
B. 30–45 minutes	45	0	0	1	20	4	80	0	0	334	39	0	43	52	4	340	31	13	53	27	7	347
C. 45–60 minutes	18	0	0	1	50	1	50	0	0	343	27	6	38	50	6	342	32	18	53	22	6	349
D. more than 60 minutes	9	0	0	1	100	0	0	0	0	354	15	22	33	33	11	345	22	17	50	24	9	348
Optional school/district question																						
A.	50	0	0	0	0	1	100	0	0	332	0											
B.	0										0											
C.	50	0	0	0	0	1	100	0	0	336	100	0	0	100	0	336						
D.	0										0											

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